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ABSTRACT

In order to study part-time student data, every part-time student officially enrolled for the spring term, 1975, at Harrisburg Area Community College (HACC) in Pennsylvania was identified through college computerized records. Meanwhile, a comparison of enrollment trends was made from officially audited enrollment statistics covering the period 1970-75. This comparison depicted total enrollments, full-time and part-time equated students, and full-time and part-time enrollments. In addition, a hand count of the first 50 percent alphabetical sample of individual part-time student registrations was made to determine the ratios of daytime to nighttime students, and male to female daytime part-timers. The Nominal Group Process was applied to an evening Education 101 class of part-time students to determine what problems such students experience at HACC. The part-time student enrollment at HACC has increased from 33 percent to 50 percent during the past five years. A survey of the related literature indicates that this trend is nationwide. Although the literature stereotypes the part-time student as an evening adult student, a large number of young daytime students are enrolled part-time at HACC. The author recommends that programs be developed to accommodate contemporary part-time student needs. (NHM)

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THE PART-TIME STUDENT:

HARRISBURG AREA COMMUNITY COLLEGE

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by

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Harrisburg Area Community College

A Practicum Presented to Nova University
in Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

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JC 750 532

ABSTRACT

The part-time student enrollment at Harrisburg Area Community College has increased from 33% to 50% of the student body during the past five years. This study traces that development and describes the profile of the part-time student. Related literature describes part-time students as adult evening students, but a large number of youth and day-time students are found among the part-timers at Harrisburg Area Community College. The Nominal Group Process is used to determine personal attitudes toward problems faced by a sample group of part-time students. The practicum proposes a Major Research Project as an expansion of this preliminary inquiry to include not only comparative enrollment data, but also a study of part-time student attitudes and needs, and finally a Student Development Program in response to the needs of the new part-time student majority at Harrisburg Area Community College.

A discrepancy between the computerized count of part-time students and the Business Office official audit was discovered by this author through his analysis of the data collected for this study. The investigation and reconciliation of this error may lead to an important correction of official institutional records and corresponding F.T.E. reimbursement.

CONTENTS

	Page
Introduction	1
Background and Significance	
(A) The Literature	3
(B) Harrisburg Area Community College Studies	16
Procedure	19
Results	21
Recommendations	28
Addendum	30
Appendices and Tables	
Appendix I	31
Appendix II	33
Appendix III	34
Appendix IV	35
Appendix V	37
Appendix VI	38
Appendix VII	40
Appendix VIII	42
Table 1	43
Table 2	44
Table 3	45
Table 4	46
Bibliography	47

INTRODUCTION

> "Each college should accumulate a body of facts about its own student body which will serve as a guideline for educational policies and procedures." (Medsker, 1960, p.5)

Harrisburg Area Community College has published a series of fourteen Research Reports and five Monographs during the first decade of its existence, 1964-1974. Ten of these documents report on a variety of facts dealing with student characteristics, needs, and services. None of these reports deals specifically and completely with the profile of the part-time student.[1]

Meanwhile, the number of part-time students has been increasing to an all-time high during this academic year, 1974-1975. The customary 60% full-time and 40% part-time ratio has shifted to an even distribution in which for the first time this year there have been enrolled actually more part-time students than full-time. In the current Spring Term (January to May, 1975), of the 4052 students enrolled, 2053 are part-time and 1999 are full-time.

Dr. James A. Odom, Jr., Acting President of Harrisburg Area Community College, has requested a study of the part-time student. We know by personal observation and from Admissions Office interviews that the college is enrolling fewer immediate high school graduates such as have formerly been the core of full-time students, and we are enrolling more adult students who come to college on a part-time schedule. Our recruiting

[1] Harrisburg Area Community College Research Reports 1, 2, 3, 4, 5, 6, 7, 10, Monograph 5.

efforts in the past have traditionally been directed to students through the high school guidance counselor, but now we need to increase direct community contacts with the potential part-time students. Our adult student research report (#6) and the semester surveys (Appendix 1) of evening and week-end students inform us partially about part-time students. However, we have not specifically studied the part-time student who, by definition, is that student registered in a given semester for less than twelve academic credit hours. This practicum has studied the part-time student enrolled at Harrisburg Area Community College during the Spring Term, January to May, 1975.

BACKGROUND AND SIGNIFICANCE

A. The Literature

Community college literature has long called for increased research activity into the statistics, characteristics, and needs of students. Reynolds suggested in 1956 that a more thorough study of junior college students was "obviously needed." (p.2) Cross (1968) wrote that much greater emphasis needed to be placed on research "at the local level," where the student bodies of the individual college needed to be studied. (p.52) Bruker and Taliana (1970) in a study of part-time students concluded that "a review of available literature reveals that there is a lack of definitive knowledge concerning part-time students." (p.31) They called not only for studies of data about the composition of part-time undergraduate student population, but also for the development of instruments which would give students the opportunity to express how they viewed various college services and how they viewed themselves within the institution. This practicum is a response to this theme in the literature. It is a study of the part-time community college students at a particular local institution.

The Fact Book on Higher Education (1974) cites the trend toward increased numbers of part-time students in higher education across the span 1966-1973, particularly in public institutions. (pp.74.20, 74.21) In 1966, 69% of the students were full-time and 31% were part-time. In 1973, 65% of the students were full-time, and part-time students had increased to 35%. In public institutions, the number of full-time students decreased by 6% and part-time students increased by 6%, while

in private institutions, the number of full-time students increased by 1% and part-time students decreased by 1% over the 1966-1973 period. The ACE study (1974) of community college enrollments noted a trend from 1965 to 1971 when the full-time students decreased from 52.4% to 51.6%, and part-time students increased from 47.6% to 48.4%. (p.37) By 1972, part-time student enrollments reached one-half of all students enrolled in post-secondary education, and enrollments of collegiate part-time students were increasing more rapidly in the two-year college.

Parker's study (1973) of two-year college enrollments in 1972-1973 showed that full-time students totalled 49% of enrollments, and part-time students accounted for 51%. The part-time student enrollment represented a 12.9% increase over 1971-1972 figures. Parker observed that the increase in part-time student enrollment probably reflects not only the changed pattern of student enrollments, but also "the flexibility and initiative in the two-year colleges to meet changing needs and demands, particularly in such areas as minority affirmative action, adult and continuing education, and other non-traditional education modes." (p.460)

Medsker (1960), in discussing the junior college student, noted that the community college student was advancing in age level not only with the entrance of World War II and Korean veterans into higher education, but continuingly into the late 1950's with a 47% increase in students aged 25-34. The adult student was especially attracted to the community colleges "where men and women with work and family responsibilities can attend college in the home community without disrupting their personal

lives." (p.44) In 1975, Maeroff wrote in the Sunday New York Times that the percentage of adult students beyond the normal 18-22 age group is now the fastest growing segment in higher education, making up 48% of total enrollments. This theme is echoed by Hood (1975) who wrote in a Journal of College Student Personnel editorial that the number of youth who will go to college at age 18 will remain constant in the 1970's and will decline rapidly in the 1980's and early 1990's. This change "will directly affect the roles of many student personnel workers," as increased numbers of part-time students, non-high school graduates, low cost tuition economy-minded, adult students will enroll. Harcleroad and Armstrong (1972), in an ACT study of the rate of degree credit enrollment in relation to the college-age population (18-21 years of age), show a trend from 1960 to 1985 which reveals a changed ratio from 52.96% to 117.95% by 1985. Such a prediction would indicate that if college-age student enrollments are static, even declining, adult student enrollments apparently are mushrooming. The scale is interesting (p.6, Table 1.1): 1960 - 52.96%, 1975 - 98.21%, 1976 - 100.97%, 1985 - 117.95%. A study of United States Census statistics on American Youth in 1974, cited by the Chronicle of Higher Education, predicts an "Enrollment Slow-down" in the next decade as the college-age (18-21) enrollment drops from nearly 16.9 to 14.388 million, and the adult student (22 and over) population grows from 11.1 to 12.4 million.

A Mohawk Valley (New York) Community College study (1969) regarded part-time students as adult students who are not in school full time, who carry less than a full course load, and who are gainfully employed.

This study found the following distribution among its adult part-time students:

Years of age: under 20 - 15.5%
21 to 24 - 25.1%
25 to 29 - 19.2%
30 to 39 - 22.5%
40 to 49 - 12.8%
over 50 - 4.6%

Alfred studied the student characteristics of the Kansas City (Missouri) Junior College District in 1973-1974 and found that 26% of the part-time students were under 20 years of age, 29% were 21-25, 19.2% were 26-30, and 25.7% were 31 years of age and older. 45% of the part-time students were female; 55% were male. 54% of all male students were part-time; 58% of all female students were part-time. 56% of the total student population (n = 10,879) was part-time.

Glaezer (1975) cites a 12% increase in community college enrollments between Fall 1973 and Fall 1974, and comments that "part-time students are coming in steadily increasing numbers with the increase in women students particularly notable." He notes a 22% increase in women part-time students in contrasting 1974 with 1973. Parker's study of 1972-1973 found 47% of the part-time students were women and 53% were men.

Li (1971) studied part-time evening undergraduate students at City College of New York and found 15% were unemployed with half seeking work, and the other half retired, or housewives, or artist-types. Of the 85% employed, half were working in the field of their studies with 75% of

these intending to stay in their job after graduation, and 50% of these working in technical jobs with an income of $140 per week. Of those not working in the field of their studies, 85% were dissatisfied, and most would enter a job in their field of study even if it meant a salary cut. Most of these presently had clerk-type jobs with a weekly salary of $110. (pp.71-73)

Morton (1961), in an early discussion of the "new student" in the junior college, contrasts stereotypically the full-time and part-time students. The junior college student is really "just a high school alumnus" who lives at home and is tied to family and community pressures. (p.435) The night student is likewise tied not only to home and family pressures as well as duties, but also to job responsibilities to which studies must be immediately useful.

Bruker and Teliana (1970) studied part-time students on the Edwardsville campus of Southern Illinois University and found that "he" was slightly more than 29 years old, serious in purpose, interested in a business or professional major, commuted an average round trip of twenty miles for evening classes, and was fully employed with part of "his" fees paid by "his" employer. "He" maintained a constant level of attendance throughout the year, including summer sessions. (p.31) It is not clear from this study whether female part-time student characteristics may be distinctive. Bushnell (1973) makes a more glaring sexist distinction between male and female adult part-time community college students. Part-time women are mothers whose children are "successfully" grown, which is the women's first career. On the other hand, men work full-time

and study part-time, seeking to change occupations, upgrade levels of responsibility and income, and update job skills. He does not acknowledge that women can share these same adult student incentives based on current employment. Men study, he says, for intellectual stimulation and to re-discover the rewards of liberal education. He does not allow that these are adult needs rather than just male needs. He does not account for the working woman as a community college constituent, but reports women as only those mothers wishing to re-enter the labor market once the children reach school age. (p.134) Significantly, Betty Shoulders as early as 1968 studied women in public junior colleges of Missouri and found that a large number of women were employed full-time while taking advantage of the opportunity to continue their education at a public junior college. She found a large number of "self-supporting young single women" were part-time students at those institutions. (p.10)

Godfrey and Holmstrom (1970) report the median age of part-time students in community colleges and vocational-technical centers was 27 years (p.70), contrasted with the median age of 20 years for full-time students as reported by Bushnell. (p.19) Medsker's early report (1960) found that adult students in the junior college were younger than adult students in extension centers and high school adult education courses. 30% were less than 26 years, and 9.5% were over 45 years in the junior colleges.

The ACE study, Financing Part-Time Students, (1974) makes the contemporary point that all students in post-secondary institutions are adult students with adult responsibilities both in terms of their role

in society and in the academic environment. (p.1) This description for the current decade when maturity is legally affirmed at age 18 is a correction of the old distinction between high school graduate youth and college graduate adults or non-high-school graduate adult-types over 21 years of age.

Further, the ACE report records that while 75.7% of the part-time students work full-time, 24.3% of the part-time students are not employed full-time. This contrast could suggest that we cannot assume that part-time students are necessarily night school students who work full-time days, but that a significant number of part-time students may be day students who work part-time at nights or who may be unemployed.

Lewis (1968) reports on Miami-Dade's week-end college which attracts evening students who wish to take a full-time student load, day students who are employed daytime on week-days and need week-end classes, junior high school students with outstanding academic ability who take algebra I, and exceptional high school students enrolled in English, mathematics, and secretarial science courses. The idea of part-time student as limited to adults is enriched by the realization that younger pre-college students can be part-timers. In addition, Lewis found that week-end part-timers included women currently employed as secretaries, teachers, as well as women who were housewives. 60% of the Saturday students were 25 years of age and older, in contrast to 17% for the regular college population. Of those week-enders over age 25, 37% were 40 years and older.

Cross (1971) calls to the attention of the higher education "establishment" that "millions of citizens are creating their own life-

long learning models of education, and we may look forward to the day when education is not something to be completed before age 25. In the final analysis, enabling people to learn--however, whenever, whatever they need or desire to learn--is the aim of education." (p.173f)

The ACE study on Financing Part-Time Students (1974), quoted in The Chronicle article, also finds that higher education institutions have not generally been hospitable to the needs of part-time students. The study labels them outright discriminatory in the attitudes of academicians and policy-makers who long have held that

> "the failure to pursue and complete a degree program is largely frivolous and wasteful of academic resources. According to the critics, part-time students are not serious in their motivations, are not as competent as regular students, and, worst of all, adult education is synonymous with flower arranging, French and Chinese gourmet cooking and other less academic subjects." (p.31)

Harcleroad and Armstrong, in studying faculty attitudes toward part-time students in the Massachusetts State College system, found 98% of the faculty felt that part-time students worked full-time and had families to support. 77% felt that women part-time students were mothers and housewives. 75% felt that part-time students were college drop-outs.

Knoell (1971) stressed the need for part-time student programs because community college curricula planners tend to assume that their student norm is the full-time, day-time student whose enrollment is uninterrupted following the prescribed sequence of courses. However, many deviate from this norm as part-time students who do not attend college right after high school, are under-prepared for college level courses, and are undecided about goals. Schmitt (1975) warns that the human

potential of adult students is wasted by higher education which discriminates against those whose work and family responsibilities prevent them from returning to a specific campus for regularly scheduled day classes oriented to the young adults of the college-age population. Empire State College (New York), Servicemen's Opportunity College, CLEP exams, external degree programs, night and week-end degree programs can conserve the adult student potential for the benefit of society.

The Chronicle article on "Part-Timers" laments discrimination against part-timers who comprise 57% of all students in post-secondary education. They suffer from higher tuition fees through single credit hour costs while ineligible for most financial aid resources. Many federal and state student-aid and institutional-aid programs do not apply at all to the part-time students. Social Security Survivors' benefits are unavailable to part-timers. Internal Revenue Service exempts full-time students; however, part-timers have to pay full costs, use free time, pay taxes on income, without educational deduction unless directly work-related. The ACE study on Financing Part-Time Students claims 75.7% of part-time community college students are working full-time and financial aid policy attitude discriminates against the employed students who should be able to afford to pay their own way. (p.26) Happily, Pennsylvania now has before its legislature House Bill No.405 which proposes to amend the 1965 scholarship funding bill which created The Pennsylvania Higher Education Assistance Agency, "extending eligibility to students enrolled on at least a part-time basis" who need financial assistance for post-secondary education.

In contrast to the discrimination against part-time students emphasized by some authors, other studies point toward positive part-time student attitudes. Bruker and Taliana found part-timers who "did not feel less cared for than full-timers." They accepted the fact that certain functions and services are oriented to full-time and day-time students. Less than one-third of the part-timers felt that full-time day-timers got preferential treatment. (p.32) However, part-time students wanted to be eligible for academic awards, to receive and be recognized by the student newspaper. Shoulders' study of women found that part-time students need an orientation program, flexible scheduling to accommodate changing attendance patterns from one term to the next, more information about availability of counseling services to part-time students, financial aid for part-time students, and experimentation with teaching methods more suitable to adult learning. (p.11)

In terms of motivation, Shoulders found that of 111 women students in Missouri public junior colleges, the 95 women under 40 years of age enrolled because of the low cost and opportunity to live at home, while all of the 16 who were over 40 went back to school for personal satisfaction and to update skills.

The ACE study (1974) found that part-time students attend school (1) for personal and family reasons; (2) to continue their education because of salary incentives, peer group pressure or legal, relicensure, or professional certification requirements; (3) due to organizational educational programs designed to achieve organizational goals; (4) in

federal or state public problem-solving programs such as agricultural extension, law enforcement training, drug abuse education.

In contrast to the discriminatory attitudes toward part-time students emphasized by some authors, the ACE study plus other authors (Cross, 1968; Bushnell, 1973; Chronicle, 1974; Maeroff, 1975) emphasize the serious commitment and comparable or superior academic achievement by part-time students.

> "The part-time student appears to have equally or more serious motivations in terms of subject matter and occupational motivations for participation and drops out with less frequency; the part-time student has equal intellectual ability and more accrued experience to profit from exposure to academic learning; the part-time student achieves as well or better in academic performance." (A.C.E., p.38)

Adult students are less content with mediocre instructors, are more insistent that their individual learning needs be served effectively, and seek out "teachers who know what they are talking about." (Bushnell, p.89) Older students tend to experience fewer academic problems than younger students because of their experience in the world of work, of their maturity and responsibilities of home and family, of their going to college because they really want to rather than because of peer or parental pressure, and because "they only register for courses they have time to prepare for and cover adequately." (Maeroff, p.9)

As early as 1960, Medsker's graduate students were measuring scholastic aptitude and achievement of evening/adult students in California junior colleges as higher than full-time day students and evening high school adult education students. (p.49) Cohen (1971) found that regular

day students differed from night students "at an extremely high rate of significance." (p.92) Day students had less confidence, less stability, greater concern with self-identity and about the present and future; were more dogmatic, less creative, and less effective in critical thinking. Cohen suggested that night students were more secure because they held regular daytime jobs and indicated more vocational direction. Schultz and Ulmer (1966) contrasted achievement between day and evening students of different age groups and found that among young students (under 21 years of age) of higher ability there was no significant difference between day and night students. Among evening students, those over 21 did better than those under 21. Older (over 21) marginal evening students of lower ability scored higher than marginal day students. Younger day students of lower ability achieved higher scores when they changed to night courses. Schultz and Ulmer felt they had successfully challenged an assumption that evening classes were inferior to day classes by demonstrating that when achievement testing was applied to both day and evening students, evening students did as well or better than day students. (p.39)

In summary, the literature testifies to the increasing number of part-time student enrollments in post-secondary education generally, and in community colleges in particular. The literature stereotypes the part-time student as an adult, evening student; a middle-aged male who seeks job and income upgrading or vocational retooling; a housewife-type mother whose children are off to school and who now seeks a second career. Little attention is given to the career woman, to the young adult part-timer (aged 18-21), and to the part-time day students, both male and

female, in the community college. Cross (1968) says we need to know more about the background and motivation of the part-time student; we must gain greater understanding of his problems, "including the conflicting demands on the time and energy he (sic) has available for study." (p.52) Maeroff (1975) cites prestigious institutions now adopting programs for part-time students (Columbia, NYU, Sarah Lawrence, Pennsylvania); even Princeton now offers part-time courses which, however, cannot as yet be applied to a Princeton degree! Stetar (1974) reminds the community college of the obligation in its educational mission to serve the educational needs of all citizens in the community. Bushnell (1973) refers to the prediction resulting from a study of the Empire State College (New York) that within five years nine times as many adults will be enrolled in non-traditional programs as there are credit students in more traditional colleges today. "These adults will be enrolled in learning activities outside the traditional full-time, day-oriented educational system." (p.86) "Increased leisure time, flexible course scheduling, dispersal of course sites to office and home will encourage the part-time adult student to go to college while still at work." Parker (1973) challenges and cautions the two-year college in the changing enrollment scene:

> "These schools have stressed good teaching, generally practiced open admissions, operated at low cost, have been highly innovative in curricula and community service, have served disadvantaged and minority groups commendably, and have been spared much of the stultifying effect of academic bureaucracies that so often plague baccalaureate campuses. Now that many of them are becoming mature institutions, they will need to be wary lest they lose their versatility and flexibility

> which have been so advantageous. The ossification of age is an academic health hazard against which any institution should be vigilant, and the public two-year schools are beginning to arrive at that juncture in institutional life. The aspects of mission described above remain on their agenda, and they have a special opportunity and responsibility to serve students and society in career education in the remaining 1970's and the 1980's. Their services will be needed."

B. Harrisburg Area Community College Studies

In 1969, the Research Office of Harrisburg Area Community College issued Research Report No. 1, A Profile of Students, authored by Fred A. Snyder, Director of Institutional Research, and the President, Clyde E. Blocker. This study resulted from a questionnaire sent to 2274 students enrolled for on-campus classes in April 1969. The questionnaire did not go to students enrolled for off-campus classes, which would include a large number of part-time students. 1047 usable replies were received, or 46% response. The relationship of full-time to part-time students as represented by both the on-campus student population and the respondents is a rather close approximation.

On-Campus Students	n = 2274	Full-Time 1604 (70.5%)	Part-Time 670 (29.5%)
Respondents	n = 1024	Full-Time 757 (73.9%)	Part-Time 267 (26.1%)
No reply	n = 23		

It is important to remember that this study did not include those part-time students enrolled in off-campus courses, which this author estimates to have been 315 in the Spring Term 1969.

The age distribution of the responding students was (Appendix II)—

n = 1047	Total	Male	Female
Ages 18 to 20	53.6	47.2	68.4
21 to 29	32.7	38.6	19.0
30 and older	13.2	13.8	11.9
Age not available	0.5	0.4	0.6

The only specific references, beyond enrollments, to part-time students made in this study were the contrast with full-time students regarding participation in student activities and personal recommendation of the college. (Appendix III) The study found that responding part-time students were involved very little with student activities, regardless of the type of activity, and cited reasons of lack of interest, lack of time, and lack of activities of a nature to be of specific interest and value to part-time students. Only 85 total answers were submitted by 267 part-time students who responded to the questionnaire. That is, the number of answers reflected only 32% response from the number of part-time students involved. On the other hand, 760 total answers were recorded by the full-time students, reflecting a 100.3% response. (p.11) One concludes that there were a large number of part-time students who, for unknown reasons, did not respond to the student activity category. This author offers the conjecture that large numbers of working part-time students do not have time for, and large numbers of adult students may not have social need for, nor personal interest in student activities. More part-time students (243) responded to the inquiry as to whether they could recommend the college to others. 94.6% of the part-timers answered "Yes"; 5.3% said "No." Full-time student response was 90.17% "Yes," 9.97% "No." The Snyder-Blocker study observes that the positive feeling of Harrisburg Area Community College students toward the college would seem to contribute to their learning environment. (p.20)

This Research Report was summarized in Monograph No. 5, Meeting the Changing Needs of Students: A Profile of Students, prepared for an

accreditation case study conducted in 1970. The need for further study of the student population was encouraged in order to help the college to identify and meet the needs of current and potential students. Suggested areas for study included current and potential student subgroups of adults, special or part-time students and student needs. (p.29) Snyder and Blocker conclude in Research Report No. 1, which emphasized the full-time student profile of on-campus matriculants to the exclusion of off-campus matriculants who at that time (1969) were exclusively part-timers, that "certain findings in this report suggest the need for further study of specific concerns which we treated only briefly in this study." (p.29)

PROCEDURE

The author of this practicum is Dean of Student Services at Harrisburg Area Community College. He has administrative responsibility for the Office of Admissions and Records which gathers all student data stored on the college computer. The author consulted with the Director of Data Processing, the Director of Institutional Research, the Director of Admissions and Records, and the Acting President of the college to agree on what information was desired concerning the part-time student.

Fourteen descriptors were chosen for study from the current Student Master File for Spring Term of the academic year 1974-1975, and nine items were chosen from the Input Information Data on the computer file for the respective students. (Appendix IV) For purposes of this study, the part-time student data was sorted by computer into five-year age categories. A computer search was completed to include every part-time student officially enrolled for the Spring Term as of the end of the initial three-week withdrawal period, February 1, 1975. The legal definition of part-time student is any registration for less than twelve credit hours for a semester.

Meanwhile, a comparison of enrollment trends was made from officially audited enrollment statistics covering the period of academic years 1970-1971 through 1974-1975. (Appendix V) This comparison depicted total enrollments, full-time equated students (F.T.E.), full-time enrollments, part-time enrollments, and part-time F.T.E.

A hand-count of the first 50% alphabetical sample of individual part-time student registrations was made to determine the ratio of day-time to night-time students and the ratio of male to female day-time part-timers.

The author applied the Nominal Group Process (van de Ven and Delberg, 1972) to an evening Education 101 class of part-time students to determine, from their experience, what problems part-time students experienced at Harrisburg Area Community College. (Appendix VI)

This practicum did not study part-time students who enrolled in non-credit courses through the Community Resources Institute of the college. It was discovered that such registration information and part-time student Input Information are readily available and should be included in any further study of the part-time students at Harrisburg Area Community College. The author did not pursue part-time student data which might be available from the other community colleges of Pennsylvania, except to note a study done for Nova by personnel at Delaware County Community College (Craig, Chalich, Heiney, 1975) where it is noted that in the Fall Term 1974 for the first time the number of part-time and evening students was greater than the number of full-time day students. That study concentrated on institutional policies with regard to part-time students.

RESULTS

The study of enrollment trends for the past five academic years at Harrisburg Area Community College reveals a dramatic growth in the number of part-time students. (Appendix V) Student registrations for the academic year 1970-1971 included 2517 full-time students (66.7%) and 1253 part-time students (33.3%). The full-time enrollment peaked in the Fall of 1971 at 2768 while part-time enrollments climbed to 1453, but the percentage of total enrollment shifted only slightly to 65.6% and 34.4%. By Fall of 1973, full-time student enrollments had decreased to 2158 (52.5%) and part-time enrollments had risen to 1956 (47.5%). It will be remembered that Selective Service ended in June 1973. The point of even distribution between part-time and full-time students was reached in the Spring Term (January to May 1974) when 1942 full-time students and 1899 part-time students were enrolled. The largest total student enrollment for the five-year period of comparison was reached in Fall 1974 with a head count of 4315 students, of which only 1965 (45.5%) were full-time and 2350 (54.6%) were part-time.

The Full-Time Equated (F.T.E.) registration figure has declined from a high of 3441 in Fall 1971 to a low of 2810 for the Spring Term of 1973-1974 academic year when the 50-50 split of full-time/part-time students was recorded. On the other hand, part-time student F.T.E. figure has climbed from 576 in Fall 1970 to 953 in Fall 1974.

The total student registration for the current Spring Term (1974-1975 academic year) which is the focus of this study numbers 4040 enrollments of which 1956 (48.4%) are full-time students and 2084 (51.6%) are part-time students.

A break-down of the part-time students into five-year age categories (Table 1) revealed that 7% of the part-time students are between ages of 15 and 19 years, with 10% of this age group being accelerated high school students spending their senior year at Harrisburg Area Community College. 33% of the part-time students are between the age of 20 and 24, which means that 40% of the part-time students are under age 25, while 60% would be included in the traditional adult student age category of 25 years and older.

60% of the part-time students are male and 40% female. The larger percentage of males (60%) is evident only among those part-time students under age 40. There is an even distribution (50%) of male and female at age 40 and over, with a larger female enrollment (60%) represented among those age 45 and over.

50% of the part-time students are single, with 91% of these under the age of 30. 22% of the part-time students are ex-G.I.'s. 10.3% of the part-time students are black, with 1.1% of other racial origins. In contrast, 8.7% of the total student enrollment for the same semester are black and 1.4% other. 11% are reverse transfer students, that is, they have transferred to Harrisburg Area Community College from other post-secondary institutions. 24% of the part-time students enroll for specific courses of vocational and personal interest rather than curricular programs. 9.4% of the part-time students receive financial aid in the form of Harrisburg Area Community College scholarships, law enforcement grants, or private agency funds.

23% of the part-time students had been Harrisburg Area Community College students before their studies were interrupted, and since had

been readmitted to the college. 16.5% of the part-time students do not have a high school diploma (excluding accelerated high school students).

48.6% of the part-time students are taking four credits or less (Table 2), which generally would indicate enrollment for one course. 34.4% are taking 5 to 7 credit hours, or two courses, and 17% are enrolled for 8 or more credit hours.

6.1% of the part-time students have earned no grade point average (Table 3), which generally would indicate that they are first-semester enrollments. 21% are on academic probation with a G.P.A. of less than 2.0. The remaining 72.9% are in good academic standing, with 34.4% of all part-time students having earned a G.P.A. of 3.0 or better. The academic achievement of part-time students 25 years of age and older as contrasted with those under 25, measured by cumulative G.P.A., indicates—

	2.0 and above	3.0 and above
25 years and older	84.7%	41.9%
under 25 years	62.8%	24.2%

It must be remembered that these statistics do not include non-credit part-time enrollments of the Community Resources Institute of Harrisburg Area Community College. Future studies of part-time students should include this significant population of 1,007 students.

The Input Information Data (Appendix VII) was available for only 32% of the part-time students, and, therefore, is not a reliable source for study. It is interesting to note that this data was supplied by 407 day students, 240 evening students, and 119 part-timers taking both day and evening courses. It is known by staff to have been more difficult to

secure completed Input Information Forms from evening students, late registrants, one-course enrollments, than from day students who have dropped from full-time registration to less than 12 hours of part-time enrollment.

A hand count of the 50% alphabetized sample of part-time registrations revealed 57.8% evening students and 28.9% day-time students. 13.3% were enrolled in evening and Saturday, or Saturday only, or both evening and week-daytime. If one were to include with day-time students those enrolled for evening and week-daytime, 37.5% of the part-time students could be classified as part-time day students. Of these day students, 45.5% are male students. This is an interesting finding in view of the literature which generically refers to part-time students as evening students, with only women involved with day-time part-time studies. It is clear from this study that there are one-half as many day students as evening students, and nearly one-half of the day students are men.

Of the part-time students for whom Input Information was available, 27.7% came to Harrisburg Area Community College to fulfill requirements for further education beyond H.A.C.C. 23.9% sought to upgrade the skills used in their present vocation. 16.1% hoped to be able to enter a new occupation. 52.5% were employed full-time, and 23.1% employed part-time, most of these being under 25 years of age. Interestingly, of those responding, only 5.8% called themselves homemakers, and only one respondent claimed to be retired. 15% of the part-time students who submitted Input Information regarded themselves as full-time students, referring apparently to the attitude that one who takes a course or two may indeed

commit himself/herself fully to study, regardless of whether in fact it is a full-time or part-time registration. It has been suggested that this may particularly be the case with housewives enrolled in the community college for a few courses per term.

40% would seek employment in their present field of study, and only 1.6% would want to work outside their field of study. 38.6% planned to transfer to a four-year college, and 15.7% had no plans.

Again, it must be emphasized that the data based on Input Information is extremely limited, but it is included to indicate that such information is available and potentially helpful if secured from a large percentage of the part-time student body by adequate follow-up procedures.

The Nominal Group Process affords "qualitative judgmental problem exploration" by a sample of individuals "whose experience, expertise, or perceptions directly relate to the problem area being explored." In this study, the sample was two small groups of part-time evening students, discussing with the author problems they encounter at Harrisburg Area Community College. It is noteworthy that both groups, working independently, gave high ranking and rating (Appendix VIII) to problems involving scheduling (inflexible schedules, limited course offerings, time schedules, testing schedules) as insensitive to part-time student need. Total group discussion revealed a strong feeling among the part-time students that scheduling matters were geared more to the needs of the college than to the needs of the part-time student. Institutional rigidity, inconvenience, scheduling, and insensitivity to work loads, work hours, and work demands were keenly felt and expressed by the students. Lack of counseling

services for part-time students at night was another area of strong consensus (including registration process and, by implication, unmotivated students lacking counselor support). Class cancellations and excessive academic assignments were keenly felt frustrations.

The strongest evaluations by both groups were given to institutional or internal barriers within the college structure affecting the relationship and satisfaction of students. Barriers external to Harrisburg Area Community College, but personal to the student, were listed initially but, after discussion, not highly ranked or rated (public transportation, baby sitting, social conflicts, gas prices, car pool, home problems).

The students eventually expressed concern that their feelings appeared to be quite negative and wished to register positive concerns as well. Problem-solving suggestions were contributed to the discussion to put the negative-sounding problems in perspective.

Finally, the students registered a very strong approval of the Nominal Group Process as a structured group dynamic, research input, and personal contribution on their own behalf as part-timers. Each student agreed that he/she felt pressed not only to list ideas, but to evaluate personal as well as group ideas and to make commitment to the importance of the problems explored.

In summary, 50% of the Harrisburg Area Community College student body in the Spring of the 1974-1975 academic year are part-time students, 40% of whom are under age 25. Three of five students are male, and half of the part-timers are single. One-fifth are veterans, and only one-fourth of the part-time students are enrolled in degree programs. 10% are black.

About one-half of the part-time students are enrolled for one course, and only 20% are on probation. 22% more of the older students (25 years and older) achieve satisfactory academic standing (2.0 G.P.A.) and 17% more of the older than younger students have a 3.0 G.P.A. or better. Evening students outnumber day students by 2 to 1; almost one-half of part-time day students are male.

RECOMMENDATIONS

Mechanisms for the exploration of student attitudes are readily available for further study of the part-time student. A thorough follow-up to secure Input Information from each part-time student should give special attention to Item 7, "Special Needs and Goals," (Appendix VII) not extracted from the computer file for this study. A study of the Surveys of Evening Students (Appendix I) and the Nominal Group Process will continue to build upon the very small and unrepresentative sampling of part-time student attitudes and needs included in this study, based on an Input Information response available from only one-third of the part-time students.

It is clear to the author from this study that the profile of the part-time student in the community college needs to be enlarged from the evening student to include day students, from adult students to include youth just out of high school, from middle-aged housewives/homemakers to include working wives and young career women.

As part-time enrollment overtakes the traditional full-time majority, one dares to suggest that policies and procedures, structure and organization, staff and services, materials and techniques will need to be reshaped by the irregular, individualized, and imperative needs of the new part-time student majority, no longer just an adult education program at night.

Harrisburg Area Community College Monograph No. 5 (1970), a Middle States case study report, concludes that research studies in themselves are not enough; they should lead to program innovations which will improve the ability of the college to meet the changing needs of students (p.21)

Snyder and Blocker (1967) wrote in Research Report No. 1--

> "These findings may suggest to students and faculty alike certain ideas that can improve the environment at H.A.C.C., such as exploring new dimensions for co-curricular activities that will appeal to older students and part-time students. The Student Government Association may wish to use certain information about desires and needs of specific subgroups in college governance and in student activities generally." (p.29)

The author of this practicum recommends that this preliminary research be joined with responsible program development to accommodate and affect contemporary part-time student needs.

ADDENDUM

Late in this study the author uncovered a discrepancy between the computerized records for 2389 part-time students for Spring Term 1975 and the official audit of the Business Office listing 2084 part-time students. This inaccuracy was revealed through the detailed computer print-out requested for this study. The Associate Dean of Administration, who is also the Director of Data Processing and the Computer Center, has taken personal charge of the investigation to determine the reason for this error. This author has been advised that the statistics used for this study do not appear at this point to be unreliable nor to render the research invalid.

A preliminary analysis has produced a computer figure of 2048 contrasted with the Business Office 2084, but the discrepancy between 2389 and 2084 may not be clarified for some time while the computer program is studied and the audit is reviewed by hand. It is possible that a costly error in computation of part-time F.T.E. will have been uncovered for the college through the inquiry initiated by this study and the information studied by this author. The most important recommendation resulting from this practicum may be to have advised the college that there is a discrepancy between computer records and the official college audit.

Appendix I

SURVEY OF EVENING, SATURDAY & OFF-CAMPUS STUDENTS
HARRISBURG AREA COMMUNITY COLLEGE

Harrisburg Area Community College has a continuing concern about the special needs of all our students, including day, evening, Saturday and Off-Campus students. Please complete the brief survey below to assist us in providing the services that will serve you better. Thank you!

Name: Survey Totals for college Social Security No. ____-____-____

Address: Total number of surveys 1074

Telephone: Work: _____ Date xxxx Spring Term - April 9, 1975

Place of employment: _____

Instructions: Place the appropriate number in space(s) at the far right.

1. From the list below, please circle your major area of interest and place the appropriate number in the space at the right. _____

14 No RESPONSE
(447) 1 Accounting, Business, D.P., Food Service, Insurance, Para-Legal, Real Estate, Secretarial
52 2 Art, Communications, Music, Theatre
108 3 Health Services, Life Sciences, Nursing, Physical Education, Recreation
108 4 Architecture, Civil Tech, Electronics, Math, Physical Sciences, Pre-Engineering
172 5 Corrections, Fire Science, Police Science
84 6 Elem. Education, Human Services, Social Sciences
8 7 Library Tech
49 8 Liberal Studies, Personal Enrichment
32 9 Other (please explain): _____

2. Number of credits earned to date at H.A.C.C. (not including courses in which you are now enrolled): _____

46 No RESPONSE
(562) 1 0 - 15
178 2 16 - 30
108 3 31 - 45
116 4 46 - 60
57 5 61 or over

3. It is most convenient for me to attend classes: (Place your first choice on line a. If other choices apply, use lines b and c.)
a. 3 (640)
b. 5 (230)
c. 6 (116)

17 No RESPONSE
150 1 on campus morning
95 2 on campus afternoon
(785) 3 on campus evening
130 4 on campus day and/or evening
339 5 Saturday morning
165 6 Saturday afternoons
67 7 7 a.m. weekdays
328 8 at one of the off-campus centers (see attached schedule)

4. It is best for me to schedule a three credit hour course at night under the following time arrangement: _____

17 No RESPONSE
(679) 1 three hours one night per week
292 2 one and one half hours two nights per week
19 3 one hour three nights per week
76 4 no preference

5. Please indicate the daily paper you read most frequently. daily_____
Please indicate the weekly paper you read most frequently. weekly_____

Daily
395 1 The Patriot
(468) 2 The Evening News
85 No RESPONSE
Weekly
(653) 3 Sunday-Patriot
107 No RESPONSE
73 4 Paxton Herald
20 5 Middletown Press Journal
18 6 Hbg. Independent Press
35 7 The Guide
8 Other: 115 Daily's 120 weekly

SURVEY OF EVENING, SATURDAY & OFF-CAMPUS STUDENTS
HARRISBURG AREA COMMUNITY COLLEGE
(Continued)

6. Please indicate the radio station you listen to most frequently. radio_____
Please indicate the TV station you listen to most frequently. TV_____

Radio					TV		
164	1	WHP	38	6	WGAL	(344)	1	WGAL-TV (NBC)
70	2	WCMB	50	7	WHYL	286	12	WHP-TV (CBS)
(376)	3	WKBO	36	8	WIOO	205	13	WTPA-TV (ABC)
101	4	WFEC	1	9	WHVR	77	14	WITF-TV (Hershey)
70	5	WSBA	54	10	WRHY		15	Other: Radio 21; TV 49.
85	NO RESPONSE					101	NO RESPONSE	

7. Would you continue to take college courses if your employer did not pay for some or all of your college expenses? _____

20 NO RESPONSE
(628) 1 Yes
82 2 No
343 3 Does not apply

8. Present library hours are 8 a.m. - 10 p.m. Monday thru Thursday; 8 a.m. - 4 p.m. Friday and 1-5 p.m. Sunday. Please indicate the time that you prefer to use the library on a week-end: _____

63 NO RESPONSE
(456) 1 1-5 p.m. Sunday
208 2 12-2 p.m. Saturday
86 3 Other: _____
261 4 Will not use the library on a week-end

9. Which, if any, of the following special college services are NOT meeting your needs as a student? (Place your first choice on line a. If other items apply, use lines b,c, and d).

a. 8 (124)
b. 10 (49)
c. 8/9 (20)
d. 12 (12)

Counseling Services			Administrative Services		
(122)	1	academic/career counseling	(176)	8	Bookstore hours
87	2	personal counseling	90	9	campus security (do you feel safe on campus at night?)
60	3	financial aid assistance			
67	4	job placement assistance	122	10	business office hours
35	5	veterans assistance	74	11	food services
42	6	tutoring	96	12	Admissions & Records (grades, transcripts, registration, etc.)
60	7	college transfer assistance	53	13	Other: _____
(498)	NO RESPONSE				

10. Do you have difficulty arranging babysitting services for your children in order to schedule a desired course or additional courses? (Use the appropriate number from the list below for your response) _____

304 NO RESPONSE
25 1 Yes, during the day
31 2 Yes, in the evening
5 3 Yes, on Saturday
25 4 Yes, most times
(680) 5 No

Reproduction of Survey Results
Distributed by the Office of the
Vice-President of Educational Services
Harrisburg Area Community College

Appendix II

AGE BY SEX AND SUMMARY GROUP OF RESPONDENTS*

	Male		Female		Total	
	N	%	N	%	N	%
18	18	2.5	18	5.6	36	3.4
19	166	22.8	123	38.4	289	27.6
20	159	21.9	78	24.4	237	22.6
21	70	9.6	22	6.9	92	8.8
22-24	115	15.8	20	6.2	135	12.9
25-29	96	13.2	19	5.9	115	11.0
30-34	52	7.2	13	4.1	65	6.2
35 or over	48	6.6	25	7.8	73	7.0
Unknown	3	.4	2	.6	5	.5
Total	727	100.0	320	100.0	1047	100.0

* Age as of December 31, 1969.

Snyder, Fred A. and Clyde E. Blocker, A Profile of Students. Research Report No. 1, Harrisburg Area Community College, 1969, p.35, Table 7.

Appendix III

PARTICIPATION IN CO-CURRICULAR ACTIVITIES BY FULL-TIME OR PART-TIME STATUS

Type of Activity	Full-time N	Full-time %	Part-time N	Part-time %
Student clubs or organizations	185	24.4	15	5.6
Fraternities or sororities	160	21.1	19	7.1
Intramural athletics	148	19.6	14	5.2
Volunteer service groups	80	10.6	11	4.1
Student publications	60	7.9	6	2.2
Faculty-student committees, boards, councils, etc.			9	3.4
Student government	28	3.7	3	1.1
Dramatics	17	2.2	5	1.9
Others (specified by individuals)	27	3.6	3	1.1
Total	760	100.3	85	31.8

Snyder, Fred A. and Clyde E. Blocker, A Profile of Students. Research Report No. 1, Harrisburg Area Community College, 1969, P.44, Table 17.

RECOMMENDATION OF THE COLLEGE BY VARIOUS SUB-GROUPS

Full-Time or Part Time			
FT		PT	
N	%	N	%
654	90.1	230	94.6
72	9.9	13	5.3

Ibid, p.54, Table 25.

Appendix IV

HARRISBURG AREA COMMUNITY COLLEGE
STUDENT MASTER CHANGE FORM

Social Security Number
Student Name
01 Marital Status
02 Veterans Code
03 Sponsoring District
04 High School Code
05 Advisor Code
06 Credits Accepted
07 Honor Points Accepted
08 GPA Accepted
09 Current Credits Carried
10 Current Credits Earned
11 Current Honor Points
12 Current GPA
13 Cumulative Credits Carried
14 Cumulative Credits Earned
15 Cumulative Honor Points
16 Cumulative GPA
17 Cum Credits Attempted
18 Credits by Exam
19 Curriculum Applied For
20 Curriculum Admitted To
21 Current Curriculum
22 Previous Curriculum 1
23 Previous Curriculum 2
24 Matriculation Date (S Y Y)
25 Current Date (S Y Y)
26 Re-Apply Date (S Y Y)
27 Re-Admit Date (S Y Y)
28 Withdrawal Date (S Y Y)
29 Physical Exam Date (M M Y Y)
30 Physical Status
31 Graduation Date (M M D D Y Y)
32 Graduation Honors
33 Type of Degree
34 Transferred or Employed
35 College or Employer Code
36 Type of Employment
37 Monthly Salary $
38 Transfer on Probation
39 Deceased Code
40 Termination Code
41 Financial Aid Code
42 Birth Date (M M D D Y Y)
43 Veteran Certification Date (S Y Y)
44 Student Location
45 Student Status
46 Verbal SAT
47 Math SAT

Column 80=4

STUDENT NAME AND ADDRESS

101
102
103
104 Phone Number
105 Zip Code

PARENT NAME AND ADDRESS

106
107
108
109 Phone Number
110 Zip Code
111 Maiden Name or Selective Service Number
112 Relationship of Guardian
113 New Social Security Number

Column 80=5

NOTE: Social Security Number and Name Need Only Be Completed on Side of Change Form Being Used.

NOTE: All Changes are to be Made in Red Ink or Red Pencil to Facilitate Recognition.

SFC 12/73

STUDENT MASTER CHANGE FORM
(Continued)

Social Security Number
Student Name

50 Sex Code
51 H.S. Success
52 H.S. Recommendation
53 H.S. Rank In Class
54 H.S. Curriculum
55 H.S. Graduation Date
56 Expected Graduation Date
57 Applied For Graduation
58 Transfer From College 1
59 Transfer From College 2
60 Transfer From College 3
61 ACT Test Date
62 English ACT
63 Math ACT
64 Social Science ACT
65 Natural Science ACT
66 Composite ACT
67 A Letter Sent
68 I Letter Sent
69 Drop Code 1
70 Drop Date 1
71 Re-Admit Code 1
72 Re-Admit Date 1
73 Drop Code 2
74 Drop Date 2
75 Re-Admit Code 2
76 Re-Admit Date 2
77 Drop Code 3
78 Drop Date 3
79 Re-Admit Code 3
80 Re-Admit Date 3
81 Drop Code 4
82 Drop Date 4
83 Re-Admit Code 4
84 Re-Admit Date 4
85 Drop Code 5
86 Drop Date 5
87 Re-Admit Code 5
88 Re-Admit Date 5
89 Drop Code 6
90 Drop Date 6
91 Re-Admit Code 6
92 Re-Admit Date 6
93 Date Applied
94 Date Admitted
95 First Date Enrolled
96 Last Date Enrolled
97 Registration Code
98 Card Cut Code
99 Chain Key

Column 80=6

COURSE DATA CHANGES*

Div. Cur. Course
Course Number
201 Semester Code
202 Course Number
203 Credit Hours
204 Grade

*Only One Course Per Sheet

Date Completed
205 Included in GPA
206 Add Complete Record (Semester Code, Credit Hours, Grade, Inc in GP)
207 Delete Complete Record (Course Number)

Column 80=7

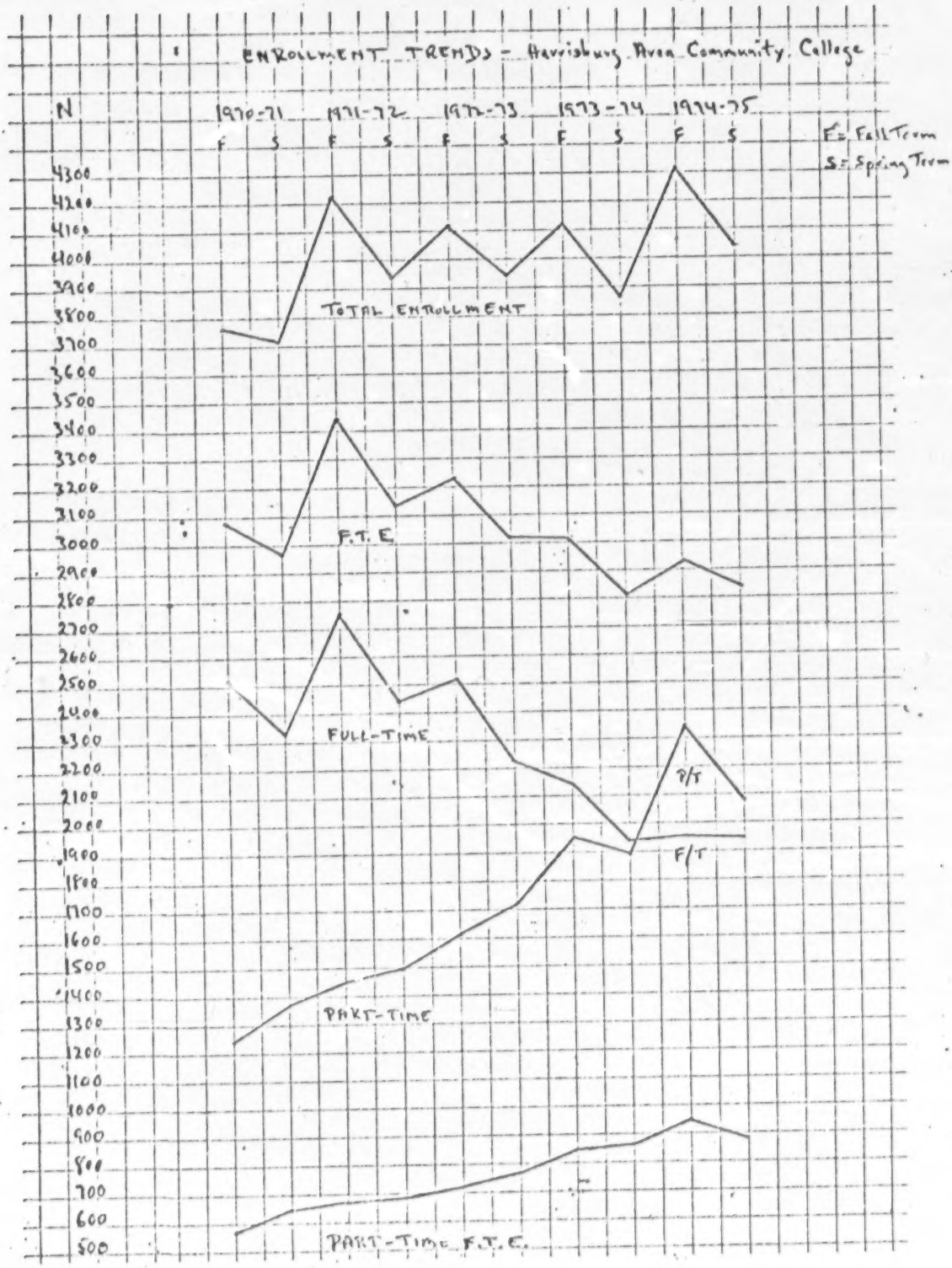
INPUT INFORMATION CHANGES

150 Input Information Date
151 Father's Ed Level
152 Mother's Ed Level
153 Student's Ed Level
154 1st Reason for Attending
155 2nd Reason for Attending
156 3rd Reason for Attending
157 Degree Plans
158 Intended Completion Date
159 Plans After HACC
160 1st Special Need /Goal
161 2nd Special Need/Goal
162 3rd Special Need/Goal
163 Ethnic Background
164 Spanish - Speaking Origin
165 Employment Status 1
166 Employment Status 2
167 Employment Status 3
168 Hours Employed
169 D.O.T. Number
170 Day or Evening Student

Column 80=8

SPC 12/73

Appendix V


ENROLLMENT TRENDS - Harrisburg Area Community College
N
1970-71 1971-72 1972-73 1973-74 1974-75
F S F S F S F S F S
F = Fall Term
S = Spring Term
4300
4200
4100
4000
3900
3800
3700
3600
3500
3400
3300
3200
3100
3000
2900
2800
2700
2600
2500
2400
2300
2200
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
TOTAL ENROLLMENT
F.T.E.
FULL-TIME
P/T
F/T
PART-TIME
PART-TIME F.T.E.

Appendix VI
NOMINAL GROUP PROCESS

From your point of view, list the problems part-time students have in coming to H.A.C.C. (Think in terms of academic, operational, personal, social, vocational, etc., problems. Use the phrase, "My problem is..." or "Part-time students have a problem with...)

Problems of being a part-time student at H.A.C.C.	Other problems of being a part-time student

NOMINAL GROUP PROCESS (Continued)

RANKING AND RATING

Items	5-1	Revision	100-3

Appendix VII

HARRISBURG AREA COMMUNITY COLLEGE
INPUT INFORMATION FORM

(To be filed once by every student)

The College is collecting information on the objectives of students in order that we may (1) assist students in attaining their objectives and (2) evaluate ourselves on our ability to assist you.

Much of the information is required by the Commonwealth of Pennsylvania for the Vocational Education Management Information System which will be used to understand and improve educational programs.

Please fill in the following information. Print or type all information.

Name _____ (Last / First / M.I.)

[ ][ ][ ] [ ][ ] [ ][ ][ ][ ] (1 Social Security Number 9)

Today's date: (For example, January 31, 1974, would be written [0][1] [3][1] [7][4])

Today: [ ][ ] (10 Month 11) [ ][ ] (Day) [ ][ ] (12 Year 13)

Instructions: Place appropriate number to answer each question in the space to the right.

1. In what time period do you intend to take *most* of your courses during your entire attendance at H.A.C.C.? 1 Day; 2 Evening; 3 Both — [ ] (14)

2. In the spaces provided at the right, place the number associated with the highest level of formal education completed to date by your father, your mother, and you.

   Father [ ][ ] (15 16)
   Mother [ ][ ] (17 18)
   You [ ][ ] (19 20)

   01 Less than high school
   02 1st year high school (Fresh.)
   03 2nd year high school (Soph.)
   04 3rd year high school (Jr.)
   05 4th year high school (Sr.)
   06 1st year *post*-high school
   07 2nd year *post*-high school
   08 3rd year *post*-high school
   09 4th year *post*-high school
   10 more than 4 years *post*-high school

3. Educational Goals. Please select a maximum of three of the following reasons for attending H.A.C.C. List appropriate numbers in order of *importance* in the spaces at the right.

   First [ ][ ] (21 22)
   Second [ ][ ] (23 24)
   Third [ ][ ] (25 26)

   01 To complete a certificate (non degree) program.
   02 To complete enough college credits to meet the requirements of some agency, such as the State, or a professional group.
   03 To upgrade my skills or advance in my *present* occupation.
   04 To train for an occupation in which I've never worked before.
   05 Because of interest in particular classes, or for personal satisfaction.
   06 To bring skills and knowledge to the point of acceptance by a four-year college at the *earliest* possible date for transfer *prior* to graduation.
   07 To *complete* freshman and sophomore requirements *prior* to enrolling in a four-year college program.
   08 To fulfill requirements for *re*-admission to a four-year college.
   99 Other (please specify) _____

4. Do you plan to graduate from H.A.C.C. with an associate degree, or are you now attending classes without necessarily planning to obtain a degree? — [ ] (27)

   1 Yes, I intend to obtain an associate degree.
   2 No, I do not necessarily plan to obtain an associate degree.

SPC: 7-2-74

(Continue on reverse side)

INPUT INFORMATION FORM
(Continued)

5. Fill in the time period and the year in which you intend to *finish* your present educational objectives at H.A.C.C. Use the following code for the time period. [ ] [ ][ ] (28 Time Period, 29 Year 30)

1 Fall term
2 Spring term
3 Summer, 1st session
4 Summer, 2nd session
5 Summer, developmental session

(Examples: (a) Finish in spring term in a few years [2] [76] (Time Period, Year)
(b) Attend only one semester – specify the term and the year you attend)

6. What are your plans after finishing at H.A.C.C.? [ ] (31)

1 Employment in my field of study
2 Employment out of my field of study
3 Enter military service
4 Go to a four-year college
5 No firm plans
9 Other (please specify)_____

Special Needs and Goals

7. Which of the following special needs and goals do you hope to have satisfied while attending H.A.C.C.? Select the most important (maximum of three), and list appropriate numbers in order of *importance* in the spaces at the right.

First [ ][ ] (32 33)
Second [ ][ ] (34 35)
Third [ ][ ] (36 37)

01 Financial aid for my education.
02 A more active and satisfying social life.
03 Saving money by attending a local college.
04 Living at home while continuing education.
05 Acquiring through the College contacts for employment in local firms or institutions.
06 Further education while maintaining full or part-time employment.
07 To please parents or other relatives.
08 Secure help for personal problems.
09 Find assistance for deciding on a career or vocation.
10 Secure help for educational problems so that I can take a regular college program.
99 Other (please specify)_____

Employment While Attending H.A.C.C.

8. From the list below write the one number that *best* represents your employment status while you attend H.A.C.C. (line a). If additional categories complete a description of your status, place the corresponding numbers in spaces (b) and (c).

a. [ ] (38)
b. [ ] (39)
c. [ ] (40)

1 Employed full time
2 Employed part time
3 In military service
4 Homemaker
5 Student full time
6 Student part time
7 Retired
9 Other (Please specify) _____

9. In the spaces at the right, write the *average* number of hours *per week* that you intend to be employed while attending H.A.C.C. (If you do not plan to be employed, place a zero in the space.) [ ][ ] (41 42)

10. If you are presently employed full or part-time, write in your job title on the following line:_____ [ ][ ][ ][ ][ ][ ] (43 (For College Use) 48)
Describe the activities of your job on the following line:
_____

Appendix VIII

NOMINAL GROUP PROCESS

Task Statement: "From your point of view, list the problems part-time students have in coming to Harrisburg Area Community College."

Responses:	Rank Order (5-1)	Rating (100-1)
Group A		
1. lack of counseling	1.25	35.0
2. inconvenient registration process	2.25	47.5
3. limited bookstore hours	1.25	0.0
4. lack of schedule flexibility	3.25	60.0
5. daytime limitation to student services	0.75	15.0
6. excessive class assignments for working students	1.25	20.0
7. lack of public transportation		
8. needed baby-sitting services	0.25	2.5
9. unmotivated students	4.00	91.3
poor instruction		
too many working hours		
social life interferences		
unwilling class participation		
10. unnotified cancellation of classes	0.75	25.0
Group B		
1. lengthy written assignments	2.00	38.8
2. high cost of gas; no car pool	0.75	2.5
3. limited evening course choices.	3.25	74.8
4. inconvenient time schedule	1.50	31.2
5. heavy testing schedule	1.75	30.0
6. over-educated instructors	1.00	25.0
7. limitation of preparatory courses	1.00	17.5
8. more communications courses		
9. unavailable instructors		
10. unavailable full-time counselors	1.00	36.5
11. alterations to semester schedule	1.25	15.0
12. no communication on cancelled classes	0.25	10.0
13. parking problems		
14. no book exchange system	0.50	20.0
15. conflicts with home responsibilities		

Highest Ratings:

Group A		Group B	
unmotivated students	91.3	limited course offerings	74.8
inflexible schedule	60.0	excessive assignments	38.8
registration process	47.5	lack of counseling	36.5
lack of counseling	35.0	time schedule	31.2
class c cellations	25.0	testing schedule	30.0

TABLE 1 - PART-TIME STUDENTS

Current Student Master File Information

	N	Male	Female	Single	Mar.	G.I.	Reverse Trans.	F/A	Degree Program	Readmit	Non H/S	Black	White	Other
15-19 yrs.	163	76	84	157	6	—	1	33	45	20	3	14	143	--
20-24 yrs.	799	449	349	665	134	46	70	120	209	160	183	83	691	9
25-29 yrs.	606	409	197	265	339	231	88	39	145	142	110	67	516	7
30-34 yrs.	315	219	96	54	261	122	48	16	70	88	36	34	268	4
35-39 yrs.	217	127	90	16	301	71	26	8	47	57	8	22	188	3
40-44 yrs.	105	66	39	9	96	31	11	4	24	25	13	8	95	—
45-49 yrs.	71	26	45	5	66	3	3	1	11	25	8	7	63	1
50-54 yrs.	51	20	31	11	40	4	8	1	10	20	4	3	46	2
55-59 yrs.	27	11	16	3	24	3	2	—	10	10	5	1	25	1
60+ yrs.	35	17	18	13	20	10	4	3	4	11	7	6	28	1
Totals	2389	1423	965	1198	1054	521	261	225	575	558	394	245	2063	28

TABLE 2 - CREDIT HOURS CARRIED

	N	0-1	2-4	5-7	8-10	11
15-19 yrs.	163	4	36	47	65	11
20-24 yrs.	799	74	317	241	144	23
25-29 yrs.	606	48	244	237	66	11
30-34 yrs.	315	20	145	117	30	3
35-39 yrs.	217	12	91	88	26	0
40-44 yrs.	105	5	43	42	14	1
45-49 yrs.	71	8	42	17	4	0
50-54 yrs.	51	2	34	14	1	0
55-59 yrs.	27	1	15	9	2	0
60+ yrs.	35	5	15	10	4	1
Totals	2389	179	982	822	356	50

TABLE 3 - CUMULATIVE GRADE POINT AVERAGE

	N	0	.01/.05	.51/1.0	1.01/1.5	1.51/2.0	2.01/2.5	2.51/3.0	3.01/3.5	3.51/4.0	2.0+	3.0
15-19 yrs.	163	13	2	8	30	34	27	26	13	10	46.4	14.
20-24 yrs.	799	54	13	25	51	128	150	178	92	108	66.1	25.
25-27 yrs.	606	41	6	15	21	69	108	130	109	107	74.9	35.
30-34 yrs.	315	12	1	5	10	27	48	74	68	70	82.5	43.
35-39 yrs.	217	7	0	7	4	10	19	61	44	65	87.0	50.
40-44 yrs.	105	6	0	1	0	10	13	28	22	25	83.8	44.
45-49 yrs.	71	5	0	0	0	8	6	15	17	20	81.7	52.
50-54 yrs.	51	3	0	1	1	2	4	13	10	17	86.2	52.
55-59 yrs.	27	1	0	1	0	1	3	5	8	8	88.8	59.
60+ yrs.	35	4	0	2	1	8	2	9	4	5	57.1	25.
Totals	2389	146	22	65	118	297	380	539	387	435		

TABLE 4 - PART-TIME STUDENTS

Input Information Responses

(A) Educational Goals: n = 2389 responses = 769

(1) Certificate (non-degree) program	49	6.4%
(2) Acquire credentials	103	13.4%
(3) Upgrade skills	184	23.9%
(4) Enter new occupation	124	16.1%
(5) Personal interest	74	9.6%
(6) Transfer to other school	213	27.7%
(7) Other	22	2.8%

(B) Present Employment: n = 2389 responses = 737

(1) Employed full-time	387	52.5%
(2) Employed part-time	170	23.1%
(3) Military	1	0.1%
(4) Homemaker	43	5.8%
(5) Full-time student	109	14.8%
(6) Part-time student	17	2.3%
(7) Retired	1	0.1%
(8) Other	2	0.2%

(C) Plans after finishing H.A.C.C.: n = 2389 responses = 751

(1) Employment in field of study	305	40.6%
(2) Employment out of field	12	1.6%
(3) Military	0	0
(4) Four-year college	290	38.6%
(5) No plans	118	15.7%

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